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College administrators, nursing administrators, and nursing instructors, aware of the shortage of nursing teachers in junior colleges, discussed their best kind of preparation. It was generally agreed they must not only be subject specialists, with broad general education, but must also be prepared specifically as teachers for the junior college. Interviews with 36 faculty members from seven colleges in six states were tape-recorded. Responses showed general concern for (1) junior college philosophy, (2) functions and responsibilities of nurse faculty members, (3) the instructor's image, (4) problems of the nursing faculty, and (5) the best preparation for nursing teachers. Responsibilities of the teacher are primarily teaching, advisement, and seeing that the students, working as they do on an extended campus, provoke only good reactions from hospital staff, physicians, and patients. The instructor's good image comes from teaching ability, enthusiasm, depth of knowledge, and a personal interest in the students. Major problems include a lack of time, lack of criteria for teaching, interpersonal relationships, and a certain insecurity in the classroom, (due perhaps to a lack of orientation to the college). Responses on best preparation included broad general education, easy interpersonal relationships, background in both nursing education and nursing practice, knowledge of teaching methods, and teaching experience. Degrees, no doubt taken for granted, were little discussed. (HH)

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ABILITIES NEEDED BY TEACHERS OF NURSING IN COMMUNITY COLLEGES

by

Dorothy T. White

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by

Dorothy T. White

Excerpts from a Dissertation
Prepared in Connection with Doctoral Work
Undertaken with the Assistance of an NLN Fellowship

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THE LEAGUE EXCHANGE

The League Exchange was instituted as one means for the sharing of ideas and opinions. Many other means are, of course, available, notably, biennial conventions, national and regional conferences, and meetings of state and local leagues for nursing. Further opportunities for the exchange of knowledge and information are afforded in Nursing Outlook, the official magazine of the National League for Nursing, and in other professional periodicals.

It is recognized, however, that the time available at meetings and the pages of professional magazines are limited. Meanwhile, the projects in which NLN members are engaged and which they should be sharing with others are increasing in number and scope. Many of them should be reported in detail, yet such a reporting would frequently exceed the limits of other media of communication. The League Exchange has been instituted to provide a means for making available useful materials on nursing that would otherwise not be widely available.

It should be emphasized that the National League for Nursing is merely the distributor of materials selected for distribution through the League Exchange. The views expressed in League Exchange publications do not represent the official views of the organization. In fact, it is entirely possible that opposing opinions may be expressed in different articles in this series. Moreover, the League assumes responsibility for only minor editorial corrections.

It is hoped that NLN members will find the League Exchange useful in two ways: first, that they will derive benefit from the experience of others, as reported in this series, and, second, that they will find it a stimulus to the dissemination of their own ideas and information. There are undoubtedly many useful reports which are as yet unwritten because of the lack of suitable publication media. NLN members are urged to write these reports and submit them for consideration for publication as a League Exchange item.

To the extent that all NLN members draw from, and contribute to, the well of nursing experience and knowledge, we will all move forward together toward our common goal--better nursing care for the public through the improvement of organized nursing services and education for nursing.

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Chapter I

INTRODUCTION

Purpose of the Study

The purpose of this study is to identify the type of preparation that community college chief administrators, nurse administrators, and nurse instructors think should be given to instructors of nursing in the community college pre-service programs.

The opinions of these community college personnel may well have constructive implications for agencies preparing teachers of nursing for the community college programs.

Need for the Study

The urgent need for well-qualified college-level instructors is a primary factor in higher education today. Informed leaders predict that the kind of contribution that the community college will be able to make to American education is largely dependent upon the number and kind of such teachers prepared. There is considerable agreement among leaders in the educational field that the function of teaching is second to no other in importance in the community college, and that the distinguishing qualities of the instructor have a significant effect upon the graduate. In view of the trail-blazing nature of the community college programs in nursing it is of utmost importance that these institutions secure for themselves instructors who are well prepared. The preparation should include expertness in nursing practice. However, this should not be the only criterion for appointment to the nursing faculty. It is important for these instructors to have a broad, general education background, as well as teaching preparation. Beyond the mastery of a field of specialization, they "must be prepared specifically as teachers for community colleges."[1] It would seem desirable that these teachers have the vision and wisdom requisite for experimentation with new designs and methods.

Definition of Terms

Community College or Junior College is the term used in this study to identify those American educational institutions which offer up to two years of post-high-school instruction. These two additional years are often referred to as the thirteenth and fourteenth grades. The community college is authorized by charter to grant the Associate Degree upon the fulfillment of graduation requirements.

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[1] American Council on Education, Wanted: 30,000 Instructors for Community Colleges. Washington, D.C., American Council on Education, 1949.

Chief administrator or chief administrative officer refers to the person with the major administrative responsibilities in the college. This person may be the president, dean, or director.

Nursing administrator refers to the person designated as the member of the college nursing faculty who has been assigned the major administrative responsibilities. This person may be known as coordinator, chairman, director, or supervisor.

Cooperative Research Project is the abbreviation referring to The Cooperative Research Project in Junior and Community College Education for Nursing, Department of Nursing Education, Teachers College, Columbia University.

Scope of the Study

This study is concerned with the community college nursing instructors and the scope and nature of their preparation for teaching. Programs selected for data collection in this study were those in the seven colleges participating in The Cooperative Research Project.

Limitations of the Study

This study deals with the problem of nurse teacher education at the community college level. Since the nurse instructor is a new worker in the field of higher education, not too much is known about her. The number of programs employing this kind of person is also limited. From 1952 to the present time, however, the programs have increased from seven to fifty-four in number. The investigator chose the programs of The Cooperative Research Project for this study simply because of their length of time in existence. It was felt that faculty members in these programs, having had time to assess their individual needs, would present a richer field for investigation than faculty members who were less experienced and had not had time to appraise the preparation necessary for the nurse instructor.

Assumptions

It is assumed that: (1) community colleges are the logical institutions to provide for nursing education at the semi-professional level; (2) these programs will continue to expand and, accordingly, agencies preparing teachers will be faced with the responsibility of producing an adequate number of community college instructors; (3) all college teachers will have some preparation in common; (4) however, because of the demands that are made upon the community college instructor of nursing, and because of the different nature of the community college program in nursing, some of the preparation of these instructors needs to be different from that of other instructors in nursing.

Method of the Study

The data were collected through tape-recorded interviews with thirty-three faculty members of seven community colleges in six states in the United

States.[2] The participating colleges were those in which the seven programs of The Cooperative Research Project in Junior and Community College Education for Nursing were set up.[3] The chief administrator of each participating college was asked to give approval to a list of faculty members submitted by the researcher.

The persons selected for interview were the chief administrator, the nursing administrator, and two instructors from the nursing program. It was intended that one instructor should have been in the program five or more years; it was hoped that the other might be a more recent appointee. If no instructor had been in the program five years, the senior member in point of service was designated. It was believed that some of the responsibilities of the young teacher would be different from those of the teacher with more experience. This, however, was not found to be true, except for one instance in which the senior instructor felt committee responsibility of most importance, while the more recently appointed instructor felt teaching to be her first responsibility.

Following approval of the persons to be interviewed, appointments were arranged by the nursing program administrator. Each interview was tape recorded in its entirety. Each interviewee was cognizant of his responses being used as a source of data for this study. Each interviewee received an unedited transcription of the tape-recording session, at which time he was invited to make corrections or changes. In some cases grammatical changes were made by the individual to facilitate understanding of a point of view. In no instance was the original content altered. Permission was granted by all respondents to use their interview material for use in this study.

In developing the items for the interview schedules, an effort was made to construct them in such a way as to elicit information about community college instructors in general, in addition to that pertaining to the activities of nurse instructors.

The original interview schedule contained 25 items for the chief administrators, 15 items for the nurse administrators, and 10 for the nurse instructors. These 35 questions were then discussed and evaluated by members of the Teachers College faculty who have as their major interest educational research and statistical method. As a result of these discussions, the interview schedules were revised with related items incorporated into related questions. The revised schedule contained a total of 26 items: 10 questions for the chief administrators, 10 for the nurse administrators, and 6 for the nurse instructors.

The revised schedules were tested through a series of trials with a professor at Teachers College, Columbia University, who had previously been employed in a community college as the academic dean, an instructor in the Department of Nursing who had been employed as an instructor in an associate degree program in nursing, and a doctoral candidate who had been an instructor in nursing in a nursing education program which was not among those in the seven schools included in this study but which was similar in content to the programs in those institutions.

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[2] See Appendix A.

[3] *Ibid.*

As a result of these conferences, a final interview schedule intended to identify the amount and kind of preparation needed to qualify the nurse instructor for the community college program was developed. A sample copy of this questionnaire will be found in Appendix B.

Since the interview schedule was not shared with each person prior to the interview session, the responses were spontaneous. In the testing of the instrument, however, it was felt that duplicate question cards would be helpful for the interviewee, since some persons are better able to concentrate if they are able to see the question as well as hear it. The use of duplicate cards was therefore adopted and found to be more effective than the use of one set alone.

One taped session was inaudible owing to noisy recording conditions; the interviewee subsequently submitted her summary in writing. To eliminate any possible identification of persons or institutions, all identifying references have been removed.

The use of a tape recorder was decided upon after considerable discussion. This method was felt to be the most feasible for the particular type of interview used in this study, inasmuch as direct recording prevents possible bias on the part of the investigator. The recorder was a very small modern machine which facilitated the interview procedure. Although the interviewer did not attempt concealment, the size of the recorder helped the interviewee to be less aware of the fact that his answers were being recorded. The interviewee was allowed to talk as long as he wished; the longer the interview, the less conscious the interviewee seemed to be of the recording machine. The chief administrators' interviews lasted, on the average, approximately 75 minutes, while the sessions with the nurse administrators averaged 60 minutes and those with the nurse instructors 30 minutes. After each interview, the interviewer played back parts of the tape so that the interviewee might hear what had been said.

From careful study of the recording transcriptions, it is evident that the data are more accurately reported in their entirety than if the investigator had to depend upon her memory or interpretation of the responses of the interviewees. The researcher is fully aware of the fact that in her questioning she could not expect to disassociate herself completely from the problems arising in connection with the kinds of questions asked, and that she was perhaps unconsciously looking for particular responses. In the interview session, however, important facts may be revealed to which the investigator may or may not have been sensitive at the time of the actual interview. The tape recorder gives an accurate account of questions and answers and lessens the possibility of error.

Chapter II

OPINIONS OF CHIEF ADMINISTRATORS AND NURSE ADMINISTRATORS IN COMMUNITY COLLEGES

> Without the right teachers, statesmanlike documents are simply so much print. The crux of the matter is plain. Agencies preparing teachers must face immediately the responsibility for producing a reasonable quota of strong teachers for junior colleges and technical institutes, or accept the responsibility for allowing these young institutions to grow up weak and haphazard.[1]

The first step in analyzing the responses involved the preparation of a series of work sheets; a separate sheet was used for each of the questions asked in the interviews. A tally was then made of those items most frequently mentioned. This was done to see if any common patterns of response existed within the categories. All items were then compared to see if there were any such patterns common to all individuals interviewed. This step in the analysis of the data was considered important in assessing the similarities and differences of the opinions held by various classifications of persons interviewed.

After critical analysis of all responses it was found that few of the questions asked elicited clear-cut patterns. Instead there was considerable overlapping. However, this overlapping tended to yield more complete information than had originally been expected. On the whole, the responses to the interviews suggested a pattern of concern in five major areas: community college philosophy, functions and responsibilities of nurse faculty members, the image of the nurse instructor, problems encountered by nurse faculty members, and the kind of preparation needed to help meet the responsibilities and overcome the problems.

The Philosophy of the Community College

As a point of departure for both the chief administrators and nursing administrators the individuals were asked the question, What do you consider to be the philosophy of the community college? Eight out of ten of the chief administrators felt that the major function of the community college was to serve the community. The transfer and terminal functions were considered somewhat less important. Representative comments were:

> I consider the community college to be an institution which is embodied in the concept of a community reference. The community college is a college which is in the community and of the community. Now, when I make reference to 'of the community' I am referring to the fact that the scope of its curriculum program, the nature of its activities, the formulation of policies governing the operation of the college--all those factors are community centered.

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[1] American Council on Education, Wanted: 30,000 Instructors for Community Colleges, Washington, D.C., American Council on Education, 1949.

> The community college as I see it is a college which is very close to the people, close to the people of the community in which it is located. . . . The community college goes beyond the program it offers; it provides many other services as well. This would come under the category of community services. In other words, the community college is quite flexible; it attempts to meet the needs of the people in the area it serves; it offers a variety of educational programs; it does many things to attempt to help the community to solve some of the problems and resolve some of its issues.
>
> The community college as I understand it not only provides academic training in a university parallel program for the first two years, but in addition it is interested in any and all kinds of community problems and offers to serve the community in any way that it can.
>
> The community college, in my opinion, is an institution which, as the name implies, has a particular responsibility to the community which supports and endorses it. It is also an institution which will serve the needs of the people in that community as well as its economy; and I would also say that it must be both a reflection of and a leader for the community in which it is located.

The two chief administrators who saw service to the community as a function of the community college but did not consider it the major function said:

> I think basically the community colleges are destined to play a very important role in higher education by taking to the smaller communities educational opportunities for many boys and girls who would be unable to have higher education if it weren't for this institution in their back yard.

Of the seven nurse administrators interviewed all agreed on the purpose of the community college. Their comments were:

> I believe the community college has as its purpose service to the community.
>
> The community college is concerned with meeting the needs of all the people in the community, who can profit from instruction at the college.
>
> I think the community college exists to serve the community, to offer instruction in areas that its people need.

Generally, both the chief administrators and the nurse administrators saw local concern as the primary feature distinguishing the philosophy of the community college from that of other types of colleges. Although colleges other than community colleges are interested in the communities in which they are located, they do not usually identify themselves as closely with the people and the needs of the community. When asked, In what ways does the philosophy of the community college differ from the philosophy of all other colleges?, eight out of ten chief administrators felt that the community college serves the particular community needs in which it is located. Typical of the remarks made by the eight chief administrators are:

> There are many other colleges that have a similar philosophy, but I think the distinguishing difference is that we are supplying community needs. We try to handle any community matter that arises in any way we can. I doubt that a state college or a private college assumes such a broad role in its relationship to the community.
>
> Most four-year colleges and universities think of their primary purpose as being the introduction of young people of post-high-school age to the world of knowledge, helping them to understand the cultural heritage and to become scholars. The fulfillment of the task is in some cases entirely unrelated to the special characteristics of the community in which the institution is located.

Two chief administrators felt the distinguishing factor in the philosophy of the community college was the admissions policies. They said:

> I think this is a dangerous distinction to make because we have many resemblances with other colleges. Any distinction I make might sound like an invidious comparison. But let me at least say this: we don't consider an 18-year-old an academic failure by virtue of scores on admissions tests or high school records. We may consider such a young person a great academic risk but not a failure at age 18. If we differ at all from the four-year colleges, perhaps it is in this respect.
>
> Colleges other than the community colleges that are traditional in nature have a much more selective admissions policy. These four-year colleges have in comparison with the community college a rather limited curriculum.

The comments of the nurse administrators were similar to those of the chief administrators with five out of seven stating the chief function of the community college was to serve the community in which it is located. The following remarks are representative of many:

> I doubt that state universities would attempt to meet the needs of all the people of a state or the private colleges attempt to meet all the needs of a community in which they find themselves. The state universities draw students from a much larger area than does the community college. A community college is just that . . . it draws most of its population from the local area.
>
> The community college is post-high-school education for all who desire to seek this opportunity. At this college, for example, for some of the courses you need not be a high school graduate. We feel it is a second opportunity for people, not only the youngsters from high schools, but older people who have left school and who want to come back.

Two of the nursing administrators felt that the admissions policies were quite different in the community college. Their remarks were:

> Considering the trend in population and all that we have heard about the population explosion, the community college has a very important function to perform. I believe the community college will be taking in large numbers of students from high school to prepare them for advanced education

as well as a vocation or a semi-profession. The past philosophy of having terminal programs within the junior college is only one phase and one that may be passing; the greater emphasis may very well be on the preparation of students for transfer to senior colleges.

While other colleges may list specific entrance requirements for anyone who desires to enroll in that college, such as a definite minimal grade-point average, the community college offers courses and programs at a variety of levels. Our college offers three distinct types of courses. One is the so-called transfer course, which is parallel with a similar course in the university. One is designed to help the student prepare for a specific type of employment upon graduation. The third is to help the student make up deficiencies. While no high school graduate who can profit from instruction at the college is denied admission, the student may be ineligible for matriculation in specific courses or programs. In other words, there are stated prerequisites for admission to some courses and to some programs. Nursing is one of those which has a stated list of prerequisites for admission.

When asked, To what extent do you feel all members of your faculty understand and support the community college philosophy?, the chief administrators and nursing administrators were in close agreement. Six out of ten chief administrators and five out of seven nursing administrators felt that such understanding and support was almost 100 per cent. Some of those interviewed felt the acceptance was not absolute in either direction, but rather a matter of degree. Typical comments were:

> Well, obviously you hope they all do. In essence you know that they do not all understand it or feel it to the degree that the most zealous and dedicated do.
>
> I would say a great majority of our faculty undoubtedly support and understand this philosophy.
>
> I think there are differences of opinion about the philosophy expressed by faculty members in the college. Those faculty members who were with the college from the very beginning, who captured the idea, have continued to feel very strongly about this relationship between the college and the local community. Newer faculty members, especially those coming from academic fields, probably bring with them their own concepts, their own philosophies, possibly their own biases about what a college should be. This puts some responsibility on the college to introduce them to the philosophy of this particular college, to show them what our purposes and objectives really are, and to show them how we propose to go about achieving these objectives. It means that we must devote some time to an in-service education program. Those instructors who are in our technical programs, I feel, capture the meaning of this philosophy much quicker. They see the relationship between the needs of the community and the needs of the student.
>
> I believe all of the nursing department faculty members understand and support this philosophy; at least, we have discussed it frequently in the nursing department meetings and there seems to be unanimous support.

The Functions and Responsibilities of the Nurse Instructor

It is interesting to note that when the individuals were asked, What are the functions and responsibilities of a teacher of nursing in a community college?, the most frequent response was "the same as any other teacher," but, on further questioning, the response became more a matter of "the same as except for." The comments that follow are representative of both groups of administrators:

> Even though we have laboratory sections in many other courses, apparently the laboratory experience in nursing education is unique. There is nothing like it. For one thing you are off campus and more important than that, you are dealing with human beings rather than with molecules or sharks. So there is a responsibility on the part of the nursing instructor here to make sure that the student conducts herself extraordinarily well in the cooperating hospital, so that we get no hostile reaction from staff nurses, cooperating physicians, or from the patients themselves.
>
> The same as any other teacher except for the fact that demands on the teacher in the nursing program are more varied from the standpoint of both the clinical work and of her relationships with other people. The outside agency relationship is very important.
>
> I don't think that a teacher of nursing per se is any different from a teacher of mathematics or a teacher of public speaking. It just happens that her vehicle of instruction is nursing instead of French.
>
> The functions and responsibilities are like those of other college instructors. The nurse teacher has an added responsibility, however, in having students at the bedside in the hospital; it is in a sense a greater responsibility because we are involved with patients and patient contact.

When pressed for a more definitive answer as to what actually are the responsibilities and functions of community college teachers the respondents said:

> One of the very important responsibilities would be knowledge of the subject that they are teaching. We expect these people to be stimulating teachers, to open new areas for the students, to challenge them to do more independent study. We expect these teachers, too, because of the nature of the college and the students, to be aware of the students and their backgrounds. With a college such as ______, having a rather liberal admissions policy, we feel that it is the responsibility of the teacher to know something about these students, the range of their abilities, and the backgrounds that they bring with them to the college. These are important responsibilities for any teacher in the community college.
>
> I feel very strongly about teachers being involved with the community in terms of their giving some leadership in the areas of their special competence.
>
> The function of the teacher in the community college is certainly to teach.

> We look upon our instructors in this institution as being primarily teachers. Although we don't discourage research and experimentation, we think these become secondary to the day-to-day teaching task, which we hope will be well accomplished.
>
> First and foremost, instructors have got to be aware of the needs of young people. Second, they have got to be exceedingly well qualified to teach the subject area for which they are employed. Finally, they've got to be able to work cooperatively with the rest of the institution, because instruction in today's college isn't just a matter of teaching a specialty, but a case of helping young people become better citizens and better functioning family members and householders, as well.

It would appear from these comments that the functions and responsibilities of any community college teacher as perceived by the administrators involve a variety of competencies. However, it is interesting to note that the most frequent response stresses the teaching function. Teaching is the major responsibility of the community college instructor, with student advisement taking second priority. Thirty years ago Koos advanced these same claims.[2]

When asked the question, Are these responsibilities being fulfilled?, the chief administrators of five colleges indicated that there was room for improvement, and five responded with "very much so." The nursing administrators were in closer agreement than were the chief administrators, with four out of seven indicating that responsibilities were being fulfilled satisfactorily. Their comments were:

> Very much so. I know of no more enthusiastic or faithful people on our faculty than the nursing instructors. I think this is partly because they had a battle on their hands all the way through, and I often find good qualities develop out of struggle.
>
> The nursing people do as well as other instructors.
>
> I don't think they have ever been fulfilled as well as those of us who have worked in a community college would wish. I do feel, however, that they are being fulfilled better possibly than in some of the senior institutions.
>
> I believe they are. I think we've been very fortunate in the selection of our staff.
>
> I believe that the nursing faculty in our institution is making very excellent progress toward fulfillment of their responsibilities. To answer this question with an unqualified yes would mean that this was an absolute answer. We can't say this.
>
> I would say they are being worked toward. I doubt that anyone would have reached complete success in this.

---

[2] Leonard V. Koos, The Junior College Movement, Boston, Ginn & Co., 1925, pp. 20-24.

In view of the agreement on the previous question it is interesting to note that the question, How are these responsibilities being fulfilled?, elicited thirty-three different responses. Although some were similar, there were not really two responses that could honestly be considered the same. Typical comments were:

> . . . by teaching their courses, by attending faculty meetings, and by guiding and counseling students.
>
> This is a comprehensive question. I don't know if I can give a categorical yes or a categorical no. I would say, however, that in so far as it is possible, given my own limitations and those of everyone else connected with this program, we are fulfilling these responsibilities to a greater extent with every passing week and we do this largely through informal conversation.
>
> At ______ these are being fulfilled by a device that has been used to review the academic records of all students at the end of a semester. We have had a so-called decentralized guidance program in the sense that all faculty members are responsible for some degree of counseling, involving at least some contact with students. Most of the counseling, of course, takes place at the time of registration, but there is a certain continuity throughout the term, especially with students who are encountering trouble. At the end of each semester, ______ has used a system whereby the teachers who are counselors meet together in small sessions to review the records of all the students. This means that these faculty members must have a pretty good knowledge of the students who are assigned to them as advisees. These review boards are the faculty's means of making recommendations with respect to such matters as the retention or dismissal of students, as well as recommendations for their counseling. I think with this kind of responsibility for counseling and the follow-up, in the sense of review of the student record, that probably at this institution you will find that the faculty members have a much better knowledge of the students than you would find in many other institutions.

The Nurse Administrators Compare the Community College Instructor's Responsibilities with Those of the Nurse Instructor in Other Settings

Comments of the nurse administrators when asked, What do you consider to be the functions and responsibilities of a teacher of nursing in a community college?, indicated belief that the instructors of nursing in a community college have different responsibilities from those of similar instructors of nursing in other programs. Although the response was not unanimous, there was general agreement, with five individuals claiming a difference and two not recognizing such a difference. The nurse administrators agreed that there is a difference between the community college instructor of nursing and the instructor of nursing in other programs; they did not agree, however, about why this difference exists. The nurse administrators' comments were:

> I think she [the community college instructor] is very different from the nurse instructor in the hospital program, because the nurse

> instructor in the hospital does not have all the relationships to establish on a college campus, and does not branch out as much into the community as a community college teacher does.
>
> I think there are some differences in the community college program, yet there are similarities as well. I believe the difference between the two programs is first that the instructor is definitely considered an educator who must fulfill her primary responsibility as an educator. She needs to recognize that her purpose for being in an educational institution is to teach students, and that the students' needs are primary in so far as they direct her plan for teaching in a classroom and also her plans for the students' clinical experience. The fact that there is this primary responsibility, I think, tends to make the instructor think differently about what she is doing and what she is teaching. She recognizes that in planning for her teaching and for students' experiences in the hospital the patient receives care; thus her intent and purpose is to have the student give the best possible care. But she is also cognizant of the fact that the student has limitations, and she plans accordingly so that the patient will not suffer. By this I mean that the instructor plans each student's assignment in keeping with her ability so that what the student is able to do will be of benefit to the patient. She does not lose sight of the fact that the patient must be cared for, but she also recognizes that this care can only be given in the proper way if the student is permitted to have an opportunity to perform in the way that she is able to, rather than doing things for the patient merely so that they may be done.
>
> I think there is no difference in responsibilities themselves but rather a difference in our orientation to our responsibilities. It seems to me that any nurse, as a nurse and a citizen, has these responsibilities.
>
> I think the nurse instructor in the community college program is perhaps a little broader than those in some other nursing programs. The community college instructor is more in touch with the activities on the campus and not only with those related to the nurse per se.

The Nurse Administrators Identify the Competencies of the Nurse Instructor

When asked, What are the competencies and abilities necessary to meet the responsibilities of the nurse instructor in a community college?, seven nursing administrators made twenty-six comments. The four broad areas identified were: competency as a nurse practitioner, skill in the techniques of interpersonal relationships, broad background in general education, and skill in teaching. Comments representative of the four broad areas identified by the nurse administrators were:

> One of the things that I have thought about in the course of my contact with people is that age has no relevant bearing on whether a person is qualified or not. Why do I begin with this? Because this was brought to my attention very acutely in one situation with an instructor. As a result of this experience, I found that the quality that seemed to make the difference between a good nurse instructor and

a poor one was flexibility. She was a person who is able to make changes, accept suggestions, be courageous enough to try and then to come back to say that something worked or did not work. This is the type of person that I think does best in this type of nursing education, so that we might say that some of the desirable qualities are flexibility, a very good sense of humor, and a great deal of courage.

I think it takes a very flexible person. I think it takes a person who has had a broad general educational background so that she is comfortable with other college faculty members and feels genuinely a part of the faculty and not apologetic for being what she is. If I may repeat, I think the nurse instructor needs a comfortable social background, a good educational background with very broad preparation in the liberal arts so that she feels very much a part of things. I think she needs to be an excellent nurse because she is going to be right in on the firing line doing first-hand instruction. I think she needs to be a person who certainly has excellent ability in interpersonal relationships, because she has to sell this program and because she has to meet so many different publics, many more different publics than the rest of the college faculty. She needs to be very comfortable with students. She must have a sound philosophy of education, so that she may understand how students learn.

Great competence is needed in this ability to work with people and to understand them. Implied here is an ability to accept them whatever the limitations of their cultural backgrounds may be.

Emphasis in the community college program is on good teaching without pressure to do research or publication. It is expected, therefore, that each teacher in the community college will be an able teacher, skillful in developing and maintaining good student-teacher relationships. The community college teacher is also expected to have a thorough knowledge of the subject matter to be taught. It is taken for granted that the community college teacher, whatever his assignment, accepts and likes people of varying abilities, interests, and backgrounds.

In addition to being a competent teacher, the teacher in nursing is also expected to be a competent nurse practitioner, proud of both her professions, eager and willing to help each grow and develop. All of our teachers in the nursing department also accept speaking assignments, thus they have some competencies as speakers. All have some leadership roles and so are expected to possess qualities of leadership. Some nurses object to the term, "dedicated," but I think it describes the good teacher. In addition to being dedicated, she should also be a person interested in activities about her. Perhaps I am saying that she likes nursing and students in nursing, that she enjoys the life and activities outside her profession as well. The teacher in nursing serves constantly to help develop, revise, and evaluate the curriculum in nursing, so she should have some knowledge of this process. She is also expected to have some skill in counseling and evaluating students.

Preparation Needed by the Nurse Instructor

Interestingly enough, the question dealing with the kind of preparation needed for the nurse instructor in the community college brought forth a surprisingly heavy response. The chief administrators provided seventeen responses, while the seven nurse administrators gave a total of twenty-seven responses.

In analyzing these responses it was interesting to note that the chief administrators had two large centers of interest. Six responses indicated that a course in the philosophy of the community college was essential, and six responses indicated that student teaching was equally important, provided the student teaching experience was one of active participation rather than observation. The nursing administrators identified three areas of concern, with six respondents interested in more courses in evaluation devices (e.g., how to make tests, how to select learning experience, and how students learn); three respondents were interested in a course in community college philosophy; and three were concerned with more courses in interpersonal relationships. The other items, with tallies of one and two, ran the gamut from student teaching to in-service education. The chief administrators said:

> Well, I think one of the first suggestions that I would make is that they have some kind of experience teaching--an internship possibly or more opportunities to observe.
>
> I believe the teacher needs a variety of experiences that will bring her into direct contact with students. Some of these experiences may involve periods of observation or conferences, possibly with instructors. The internship that I'm talking about is an internship which gives some degree of continuity, which enables the intern to assume responsibility for a specific task and to carry it through long enough to show the problems as they actually exist, to be in a situation long enough where he is aware of the student. He gets to know the student, perhaps not as intimately as the full-time instructor, but at least to the point of being aware that there *are* individual differences and that you *may* have to change your approach in teaching to take into account all these individual differences . . . or that you at least have sufficient time to carry through a teaching assignment to a point where some evaluation of that assignment can be made. In other words, this is not a short-term, one- or two- or three-week proposition, but a responsibility lasting possibly for as long as a semester or even a year.
>
> Well, I think the universities should prepare teachers specifically for the two-year community college program. This would be in addition to the preparation of nurse instructors in their own area and would require a considerable emphasis on the character of the community college. I think that actual internship at, or education about, community colleges, an understanding of community college philosophy, and an understanding of some of the principles of counseling should be included.
>
> In the first place, I've had much less experience employing nurse instructors than I have in employing instructors in other subject areas, but I think that if the institution that prepares nurse instructors will attempt to forget that they are *nurse* instructors and concentrate on the preparation of *good* instructors, who *may* be teaching nursing, that many elements of faulty preparation can be eliminated. In other words, I think that there may be a carry-over right back into the teacher-training

institutions which tends to keep this whole business divisive, as long as the feeling is that the only people who can train nurse instructors are those who complete a highly specialized graduate program in nurse education, I suspect that we are going to continue to have this feeling that there is something about a nurse instructor that sets her apart as being different from other instructors. I would say that the nurse instructor needs to have the same general background in psychology and anthropology and sociology and the so-called foundations that any other instructor needs to have, and somewhere along the line she needs to get the specific skills or the specific techniques, which are a part and parcel of the nursing job, from somebody at the institution who is qualified to teach those particular things. I would say, about the preparation of nurse instructors, the same as I do about our preparation of nurses. I don't think a youngster needs to take a course in chemistry for nurses. Therefore, I would think it highly unnecessary for the nurse instructor herself in her preparation to take a course in the philosophy of nursing education. I think she should take a course in the philosophy of education period, the same as anybody else would. Or, a course in psychological methods, the same as anybody else would.

The nurse administrators said:

> The course in community-junior college education, practice teaching in a community-junior college nursing program, courses in curriculum development, courses which include study and development of evaluation devices, psychology of the adolescent and psychology of the mature individual, courses in supervisory technics, courses in counseling, tests, and measurements, and similar courses doubtless help in developing competencies which it is hoped the teacher in nursing in the community-junior college will possess. Teaching experiences and experience as a practicing staff nurse are also valuable.
>
> I firmly believe that this nurse should be exposed to courses which would provide some background of knowledge of the administration of general education, of the philosophy and perhaps the background history of the junior college movement, some background of information as to the organizational structure and function of the general college faculty over and above that which she is taught in terms of nursing responsibilities and functions for teaching.
>
> I believe she needs a much broader general education background than most of us ever had. She needs plenty of course work in interpersonal relationships and classes in group dynamics. I think she needs to be an awfully good nurse, so that her nursing background will be of top quality. I think the area in which most of us have least preparation is the study of education. I think we have to be awfully good teachers as well as awfully good nurses. I think it goes back to this little thing about how we used to think that because a man was a good doctor he also was able to give good classes, and this is not true. We have rapidly found out that being a good doctor doesn't mean being a good teacher, and being a good nurse doesn't mean being a good teacher.

When the respondents were asked, Has the nurse instructor fulfilled the expectations of her role as a faculty member and a teacher in a community college?, their answers were in general the same as the responses to the questions on functions and responsibilities. This is understandable, for functions and responsibilities might also be considered expectations.

From the unanimity of comment it was evident that respondents believe the nurse instructor has not been prepared to take her place in the community college setting. It is significant, however, to note that one chief administrator felt that the nurse instructor was as well prepared as any community college teacher. From informal conversations with the chief administrators, the investigator is led to believe that had there been a question dealing with this area there might have been more responses of this kind.

In response to the question, Do you think a community college teacher needs preparation beyond the master's degree?, five chief administrators out of ten replied in the negative, while four respondents felt that further preparation was important. Of the five negative responses all were generally in agreement that further preparation in terms of the needs of the individual was desirable, but that further preparation in terms of a doctor's degree was not desirable. The four respondents favoring the doctor's degree were themselves holders of this degree. Three of the negative respondents were holders of the doctor's degree. One respondent felt a higher degree was desirable in academic areas but not in technical areas. The nursing administrators took a similar stand with three in favor and four against preparation beyond the master's degree. Those with bachelor's degrees thought perhaps a master's degree might be advisable. Generally those with master's degrees did not see the need for preparation beyond that level except in terms of enriching the individual's background through selection of courses to meet individual needs.

The following comments indicate the point of view of the chief administrators concerning this matter:

> I dislike tying preparation to any degree. To me that is very artificial. You can't measure the success of an instructor by the degree that he or she holds. A degree may be an indicator of an expressed interest on the part of an individual to go ahead and prepare himself or herself for a specific job. Now as to whether or not candidate A with a master's degree is a poorer teacher than candidate B with a doctor's degree, or is better than candidate C with only a bachelor's degree--again I would say there are too many variables in this thing. I think tying it to a degree per se is rather artificial. Now if you want to ask me whether or not I feel it desirable for the collegiate teacher in any field to have as wide and competent a preparation as possible, to that I would say yes, and I think it's entirely conceivable that an instructor could spend many years in advanced study or in related field work or in a variety of workshops, or even in directed travel and observation and still not wind up with degrees. The degree per se simply means that an arbitrary collection of the university's requirements have been met.

> I think it's desirable. The question is, does a community college teacher need such preparation. I think not. We have rejected candidates for membership on this faculty--many people with Ph.D's and Ed.D's. We have members on the faculty who don't have master's degrees. So apparently, the criterion is certainly not number of degrees. Some of our best

instructors have never gone beyond the bachelor's degree. I do not recommend this; please don't misunderstand. I don't think, though, that thirty credits gathered on Friday afternoons and Saturday mornings while holding down a job necessarily trains a superior community college instructor. Professional experience in engineering or business or high school teaching would, I should think in almost every case, be a more than adequate substitute for the doctoral degree.

Well, we think of the master's degree as an absolute minimum so I guess this would imply that we hope that our people will continue to work beyond, and most of them do. We have no regulations that they have to and when you get into some of the terminal technical fields, probably the best way that they could improve themselves in those areas is not by taking formal courses which are very often not even available. I think that for people in these terminal technical fields, and we think of our nursing program as being one of them, workshops and in-service programs are much more valuable, perhaps, than formal credit-hour courses, of which appropriate ones are often not available. So, we don't have any rule that you have to get a given number of hours beyond the master's degree. We just expect people to keep up with their field.

Yes. I don't know how far this should go, however. I don't know that a doctorate is absolutely essential. This is a subject which has been discussed by many people involved in community college work. There has been some discussion of a degree which might fall midway between the doctorate and the master's, which would be a teaching degree. This is an area, actually, where I think we have to do a lot more exploring, a lot more thinking. Personally, I know that many community colleges are quite pleased with the typical master's student, and they feel if the master's degree holder will attempt to keep up with developments in his particular discipline, that this is satisfactory, that the advanced degree is not necessary. Other community college administrators feel that there is a real gain if they can get more of their people to go toward the doctorate. I frankly have mixed feelings about this.

Yes and no. In some areas I think it highly desirable. But as we look ahead to this shortage of teachers for post-high-school education, I don't think we can expect that very many of them will have doctor's degrees. I would be perfectly satisfied in nearly all areas including nursing if the person as a teacher had the master's in the subject field or the area in which she was going to teach. I would like to have some doctor's degrees in such areas as history, geography, and the strictly academic fields where experience is not important, that is, where experience working in the field is not important. I would like to have some of those go ahead and get their doctor's degrees. But I think that in such an area as nursing, which requires both experience in the field and also academic background, a master's is probably adequate.

Yes, I think so. I think some of our people need a little different kind of preparation, but I think, by and large, we are teaching boys and girls who need someone with a depth of preparation. Sometimes a master's degree is a limiting factor. I am trying to get people here--we're encouraging them, we're paying them part-time salary while they take doctoral

> work because we want them to get the doctorate. Not because they have the degree but because the entire education is valuable only in terms of the depth that these programs give them.

> Yes, I do because I believe in our own product and if we're in the field of education I think we believe that we perform better if we have more of it ourselves, and I encourage our teachers to go beyond their master's and I encourage them to go toward their doctor's degree. I believe that we get a better understanding of the total field of education ourselves and that we become better educated people by doing more study.

In discussing this question, the following are representative comments of the nurse administrators:

> Well, I believe the more preparation you can have and the more experience, the better teacher you probably are. It's not just the degree, but the experience, too. I think the more you can get the better off you are, and if it's geared toward what you're going to be doing, it's something helpful.

> It is my own personal feeling that the teacher in the associate degree program does not need preparation beyond the master's. This is only my personal opinion. I do believe that the preparation of the instructor in planning this master's program, this preparation on the master's level, could be adequate to give her a good background for the preparation of teaching. As is obvious to you, I'm thinking of something that we can do and include in the master's program, perhaps other than what we are doing today. And of course I'm just speaking generally, knowing what some of the master's programs are and what they have as their purposes and activities in the preparation of a teacher. I think those that would seek education beyond the master's level need not seek this education in preparation for a doctoral degree. I think education should continue and should be part of the individual's own desire to help herself. But I don't think that the doctoral degree should necessarily be the goal in order to prepare her for teaching in the associate degree.

> I do not feel that preparation beyond the master's degree should be required of the teacher in nursing. Most of our teachers elect to take courses which will benefit them as teachers but most do not elect an organized program beyond the master's degree.

> Not particularly. If her degree is in education she is adequately prepared. If not, then I think that she can certainly pick them up in individual courses rather than in a doctoral program.

Image of the Nurse Instructor

The Chief Administrators Identify the Outstanding Instructor

When the respondents were asked to think about a community college instructor who was particularly outstanding and what it was that made him outstanding, there was unanimous agreement that the outstanding instructor is one who is deeply interested in his students and their problems, and at the same time has great enthusiasm for, as well as a depth of knowledge in, his subject matter. The outstanding teacher was not unique to any particular content area; all major curriculum areas were mentioned, including nursing.

The following statements indicate the point of view of several respondents concerning this matter:

> The outstanding teacher is a person who likes to teach, who enjoys students and gets real satisfaction out of having them learn and accomplish things. Invariably, this person keeps track of the students as time goes on, and it's amazing what a close relationship they keep with him. I think another thing is that there has to be sufficient depth and breadth of their subject matter so they know a sufficient amount about it but have not become so deeply involved in minute phases of it that they lose interest in the over-all field. I suppose you could go on and on about this enthusiasm for their students. This outstanding quality is a combination of their enthusiasm for their students and for the field in which they teach.
>
> Yes, there comes to my mind a gentleman who was here until about two years ago who was an instructor in biology. Now, what was it that made this gentleman outstanding? I think it was three things. First of all, his enthusiasm for biology which was infectious. It was contagious in a literal sense. Secondly and closely related to that, of course, his mastery of the subject. And thirdly, and not so closely related, this was a gentleman who literally burrowed into the students' files to get to know each student in his class as well as it is humanly possible from written records, supplemented by laboratory and classroom contact.
>
> I think enthusiasm about the subject matter and about teaching it to other people. I heard a speaker recently who said we need to get excited about something. I think the teacher who is excited about her own subject and loves to transmit that excitement to other people is a strong teacher.
>
> The outstanding teacher has an uncanny ability for understanding young people and an equally uncanny ability to get along with students to the point where he not only commands the respect but is able to awaken that much-sought-after intellectual curiosity that gets students to function on their own as rapidly as possible.
>
> Well, in the first place, an instructor could not be outstanding unless he or she knew his field well and was really competent in it. Now that's the first, the primary requisite. Second, the person needs to like people and like to teach. No matter how good the background, if a person doesn't like people and teaching them I don't think he or she would be outstanding. These two things alone, however, don't make an outstanding teacher, because among the people who have these two qualifications, you always find a few who stand out because they appear to have enthusiasm and ability to enthuse students. They challenge students. They inspire them, and they make them work up to or near their capacities. Now I don't know just what it is, this quality that makes these teachers outstanding; it's something almost intangible, but it's wonderful to find it.

The Chief Administrators Compare the Typical and the Outstanding Instructor

In reviewing the responses in this part of the interview, it was found that the typical instructor was more unlike the outstanding instructor than like. In fact it was rather difficult to keep the interviewee in the positive area of response during the interview. However, there was some agreement that the typical instructor knew her subject matter but lacked the enthusiasm felt by the outstanding instructor. Comments indicative of the chief administrators' point of view were:

> I suspect that the great difference that I would visualize here is the difference in the approach to the teaching itself. I suspect that the average instructor more or less follows a set pattern in his teaching. I suspect that the average instructor relies a great deal upon the lecture technique of teaching. This leaves too little time for the kind of individualized instruction that the previous instructor was able to give. The previous instructor had not a set pace. He was quite flexible. If he gave lectures he would interrupt them quite frequently to check with the students to see if they were getting what he was presenting, to allow them to raise questions, and to allow for some interpretation. Too frequently the average instructor, if there is such a thing, would see himself rushing through a lecture, meeting a time deadline, allowing too little time for questions and answers, and hence having little opportunity to really get to know the students in an informal setting.

> The typical instructor would be the person with an adequate background of the subject matter who did the routine job, who did what was expected of him or her, but who tends to do it in a more or less routine fashion--interested in students, yes, but not one the students went to because they just loved the instructor or were challenged by the inspiration of the instructor.

> The average instructor just doesn't have quite as much interest in the individual. The poor instructor has practically no interest in the individual. There is one constant that I would expect to find in all competent instructors, and that is the competence in their own particular teaching area, and I expect that of all instructors. But the thing that distinguishes, in my book, the good from the bad, are these abilities to get along with people. You can call them personality characteristics, you can call them the ability to apply their teaching psychology effectively. I don't care how you define it, but the person who is the outstanding teacher is one who succeeds, as I say, in getting the student really to produce on his own and to develop his own intellectual curiosity and to fall upon his own personal motivation. The poor teacher never does.

> Well, I think that the typical instructor unfortunately has a certain number of hours to teach and papers to correct, and a certain number of students in his class. He won't know them by name, he won't know whether they are from Tacoma or New York, he won't know that it may be a terrific struggle for the student to be in college, he won't see his responsibility in helping to build a total college.

> He [the typical instructor] is less a builder, less a doer, more like the general run of people, the same as you find in any office or any job in the country. You have them in every line of work, and I think we have them in education.
>
> The outstanding person loves his work. I think that's one of the features of the outstanding person. The typical person likes his work but doesn't become quite as enthusiastic about it.

The Nurse Administrators Identify the Outstanding Nurse Instructor

Interestingly enough, the responses in this part of the interview show the nurse administrators and the chief administrators in absolute agreement. The outstanding instructor in nursing is deeply interested in her students and their problems and has a great deal of enthusiasm for nursing. To the outstanding nurse instructor, teaching nursing is not a "job," it is literally a vocation. The comments of the respondents left no doubt that they felt this very strongly.

> First, I think this individual that I'm thinking of was a person who had a great deal of enthusiasm for nursing. This enthusiasm was expressed not only for what nursing was today, but for where nursing was going and what it might develop into. In other words she was not a person who was thinking only of the situation that she was in, the things that she knew the nursing profession was saying today, but also of what influence what was happening today would have on the future. She was also a person who had a very deep respect for the student as a person.
>
> I have a particular person in mind. The thing that made her outstanding was that she had so much enthusiasm for nursing--it just seemed to glow when she was in the clinical situation. Her nursing was not burdensome to her. She likes people.
>
> It is difficult to tell what has made this teacher outstanding. She is an outstanding person as well as an outstanding teacher. She likes students and demonstrates in her attitude and teaching that she likes them. She encourages them to help set their individual goals and then tries to provide situations which will help them to meet these goals. She has a master's degree with some preparation specifically related to teaching in the community college. Nursing service personnel like her, and other teachers like her. She seems to radiate with her fondness for life and enjoyment of nursing.

The Nurse Administrators Compare the Typical and the Outstanding Nurse Instructor

The typical instructor in nursing, like any other instructor, is more unlike the outstanding instructor than like. The nurse administrators' responses are in agreement with the consensus of the chief administrators. The typical nurse instructor, too, lacks enthusiasm for her subject and, although she is interested in teaching, it is a job and not a vocation.

> It's easier to say what ways she wasn't. I think the typical instructors are interested in student teaching and working with the students at the bedside.
>
> The typical instructor comes in with a great deal of enthusiasm for nursing. Perhaps she is not as clear as to why she is enthusiastic about nursing, but I think by and large they do have an enthusiasm for nursing.
>
> The typical instructor is sincere; people who are not doing a good job in terms of being able to relate to people are not doing it because they're not sincere. I think they are convinced that this is the way to get it done.
>
> I think the greatest weakness might be in the area of courage. Because we do not have instructors that are prepared within this associate degree program, there is much hesitancy and many questions in their minds as to whether this is going to work or how effective it is going to be. Consequently we do find that many instructors that are typical do lack this element of courage. Also associated with this is the reluctance to give up the traditional pattern of thinking and try new ideas and new approaches as the outstanding instructor does. They do not have the ability to pick up new ways of teaching.
>
> The typical instructor is often rigid. She often studies not to increase her competence, but to gain more prestige, more status. The typical instructor loses sight of her students' needs because her own needs for status come first. The typical instructor's lack of security permeates all her relationships.

The Chief Administrators Compare the Typical Nurse Instructor and the Outstanding Instructor

The chief administrators were in agreement as to the characteristics of a typical instructor which, in turn, were comparable to the factors identified by the nurse administrators as representative of the typical nurse instructor.

The chief administrators' comments tended to suggest that typical instructors were the same regardless of their area of teaching. Yet as the respondents continued to explore their viewpoints, there was less the feeling that the nurse instructors were "the same as" and a greater tendency toward "the same as except for." Typical comments were:

> If she is going to be like that person, she is that person, except that she is teaching nursing; I don't see that the subject makes any difference. I think they are exactly the same. Except for one thing that I must keep coming back to, I think the nurse does have to keep impressing upon the student that this may be life or death. A wrong dose of medicine can really be serious, where a wrong dose of philosophy won't make that much difference in a period of a semester.
>
> Due to the nature of the program the instructor in the field of nursing must have the same interest in the individual student as the

> outstanding instructor in any field. She must be willing to go that extra mile. You might argue with this but when the instructor knows a student is going to be responsible for the well-being of a person, she is motivated to help the student do the very best she can. I think your typical nurse instructor has to have a degree of motivation that your typical instructor in other programs might not have, but that the outstanding instructor in the other programs would have.
>
> I think our typical nurse instructor does not differ significantly from our typical instructor in business, social sciences, science, art, music, or any other subject, except in one respect, her profound enthusiasm for the value of what she is doing.
>
> Most of the instructors in our nursing program, and there were nine or ten, more nearly approached the outstanding instructor. I think there were two reasons for this. First, we selected these nurse instructors very carefully and second, this nursing program was new, it was a challenge; they were creating something and therefore they were more deeply involved personally than the instructors in our other programs. Whether this is something that can be continued or whether you just capture it when you begin a program I don't know.

Two chief administrators were concerned about the ways in which the typical nurse instructor was unlike the outstanding nurse instructor. Their comments follow:

> I find more ways in which the typical nurse instructor was unlike the outstanding nurse instructor than like. In the beginning, at least, I noticed that many of the nursing instructors were quite inflexible in their teaching; they would resist questions from the students. What they /the instructors/ were teaching was the truth and not to be disputed. I suspect that this in a sense was the carry-over of the way in which they themselves had been taught. Another problem, which reflected the pattern of training the nurse instructor herself had, was one of adapting to the more comprehensive nursing courses. The instructor coming to us would be a specialist in a particular field, such as pediatrics, but in our particular courses, pediatrics was only one phase of a much broader course. The ability to adapt to this situation did not come easy.
>
> I think the biggest problem that our nursing instructors have had as I've noticed them coming into the college is the feeling that their subject matter is different, and it's been a little bit difficult for them to feel that they are on a par or equal to or should be part of the community and the college. You see, nursing has long been isolated from the other phases of public education. They have been isolated in hospitals where the atmosphere has been one of service rather than education, and to bring people who have been trained in that atmosphere (which many of them have) to a college campus and for them to feel that they are part of the college faculty with all of the stimulus for scholarship and learning and culture that a college should have, has been for our nursing department a problem. They have been slower than other departments in becoming an integral part of the college.

One chief administrator summarized his feelings about the typical nurse instructor as follows:

> She is just the same as any other typical instructor; I recognize no differences! If the nursing instructor fell short of my expectations it wasn't because she was teaching nursing, but rather because she was a poor instructor.

The Chief Administrators Create an Ideal Nurse Instructor

In answer to the question, *If you could have the kind of nurse instructor you wanted, what would she be like?*, the ten chief administrators identified four areas of major importance: a sincere interest in students and their problems, excellent education in the subject she is teaching, expertness as a practitioner of nursing, and a broad background in general education. It is interesting to note that the respondents generally identified their own nurse administrators as the kind of nurse instructors they would select.

One chief administrator summarized the consensus of the group with the following statement:

> I certainly want an instructor who has knowledge of the subject she is teaching. I don't think there is any substitute for this. If she is teaching one of the basic courses in the associate degree nursing programs, such as maternal and child health, she should be an expert in that particular field. I think she should also have a much broader knowledge. I feel very strongly that you can't say we believe that general education is important for the student in the associate degree program but that this is a responsibility only of the general education teacher. I think that the nursing instructor ought constantly to be weaving into her own subject the concepts, the principles, the ideas that are used by the instructors in the general education field. I think, for instance, that she has got to be very much aware of the problems that are brought out in the psychology courses or the human relations courses, so that she can *build* on what the general education people have given and *relate* that to the specific subject area. That is, one of the real problems is the need to apply what might be referred to as the interdisciplinary approach of showing that you can't compartmentalize all the subjects, that they are *all* interrelated and that these points of relationship have got to be brought out at the appropriate time, when they take on significance for the student. Certainly I would feel that this instructor has got to have a *broad*, general education. Not only in terms of relating the general education subjects to the nursing specialty but the nurse instructor, by her own actions should be a stimulant to the students to want to know more things in more areas. This instructor would be one who is extremely interested in students, who relates her teaching to the problems that the students themselves have, who knows something about the students. This is the *ideal* person and certainly *should* be a stimulating teacher.

The Nurse Administrators Create an Ideal Nurse Instructor

For the seven nurse administrators, the ideal nurse instructor was one who has a broad background in nursing education, which would include the practice of nursing; an inquiring mind; flexibility of personality; a genuine interest in community service; and a fondness for people. Although the nurse administrators did not identify the areas of major importance as precisely as the chief administrators, in general the evidence submitted indicated respondents' agreement concerning the kind of person needed. The following comments appear to verify this interpretation:

> The teacher I would like is one who has a broad background in general education, a healthy philosophy of life itself, excellent preparation in nursing education, plenty of experience in nursing practice, a good background in teaching methods, and some experience in teaching.
>
> The teacher I would like is one I could find on our faculty. She is a radiant, happy person, interested in helping people, interested in students and their problems, willing and eager to improve herself on the job, willing to help create, revise and/or improve the curriculum and evaluation devices used, interested in college activities and growth, willing to serve on college committees, ready to attend faculty meetings, interested in community developments, interested in participating in leisure time activities of her choice, loyal to the college and the program, loyal to her co-workers, friendly and cooperative with nursing service personnel, well informed in her subject area. In short, she is a good teacher.

Curiously enough, only two respondents out of seventeen mentioned the need for a college degree of any kind. The investigator felt this was not because the respondents were not interested in the degree but because it was assumed that they considered the degree to be an established fact.

Chapter III

OPINIONS OF NURSE INSTRUCTORS IN COMMUNITY COLLEGES

The Responsibilities of the Nurse Instructor

When asked to comment on the question, As a member of the faculty, what do you see as your responsibilities?, some of the respondents tended to spell out in detail their interpretation of their responsibilities. There were twenty-one responses from the eight instructors who had been in the programs the longest, and nineteen responses from eight instructors more recently associated with the programs. When these responses were closely examined, it was interesting to note that the instructors who had been in the program the longest felt that committee participation was their most important responsibility and the imparting of knowledge second. The more recently appointed instructors' views were the opposite; comments of instructors in the community college programs with teaching experience of less than five years indicated that the instructors considered imparting knowledge as most important, while secondary emphasis was placed upon committee participation and community activities. Responses seemed generally to indicate that nurse instructors were deeply concerned with those activities that were part of any faculty member's concern, but that they did not feel they (i.e., nurse instructors) were a real part of the faculty.

The following statements give some idea of the nature of faculty responsibilities as seen by the instructors:

> Attending meetings, being on committees, teaching my own course.
>
> Our responsibility is actual participation in the various faculty committees.
>
> I think imparting knowledge is one of the primary responsibilities. Secondly, I believe the instructor has a responsibility for program improvement; she is responsible for committee participation. She should be active and interested in community affairs.
>
> In addition to teaching her own course I think that an instructor in a community college should have the opportunity to be an active member of the total faculty, if time permits. I don't think we should isolate ourselves as a nursing faculty. We are not as active as other faculty members. I don't know whether we're not asked as much, or we don't volunteer as much, or what the situation is. I think we should be members of other committees in the college, so that we could get a picture of the whole college. I think we ought to feel more like members of a faculty teaching a subject which happens to be nursing, rather than like a separate little group off by ourselves.
>
> Aside from the courses that I teach I think it is important to take part in college activities and community projects. I also feel it is important to take part in the social life of the college, so that we get to know faculty from other departments and they get to know us.

> I think it is my responsibility to have a great deal of knowledge of my own subject and be able to teach it well. In addition I should know about things that are being done in other parts of the college and be able to cooperate with other departments and have some contact with other faculty members at meetings and various activities of the college, so that they increase their understanding of us.

Curiously enough, when the respondents were asked if their nursing colleagues perceived their responsibilities the same as they did, all but one answered in the affirmative. In the over-all tally, it is true they agreed in a general way, but school by school (with the exception of two institutions), they did not agree. Yet each instructor, with the exception of the one mentioned previously, was certain that her colleagues believed as she did. This tends to suggest a lack of clear-cut communication. The comments of the nurse instructors were:

> Yes, we all feel more or less the same way. We have certain responsibilities that we have to fulfill. I think we think along the same lines.
>
> No, they feel we are separate from the other faculty members, and they (nurses) keep it that way.

It was of interest to the investigator that two instructors who themselves were products of the community college program and had been educated thousands of miles apart seemed to have a better understanding of what was expected of them, a clearer concept of the product they were trying to produce, and were generally more visionary than their colleagues. Their responses to the questions would lead one to believe that they had worked side by side and discussed these matters daily.

Upon further reviewing the responses, it was found that the chief administrators, nurse administrators, and the newly appointed instructors agreed that teaching was the most important responsibility of the instructor, while the most frequent response of the instructors who had a longer association with the program had to do with faculty activities, such as working on committees and attending meetings.

The Nurse Instructors Identify the Competencies and Abilities Needed to Meet the Responsibilities

When asked, What are the competencies and abilities needed to meet the responsibilities as a member of the faculty?, the nurse instructors in their responses left no doubt that they considered flexibility the most important characteristic of the community college instructor of nursing.

In general, the area of interpersonal relations was emphasized. The respondents made frequent reference to "getting along with people," "public relations," "getting along with students," and the need for "a sound basis in human relations."

On further review of the responses in this area it was noted that three of the sixteen respondents did not know what competencies were needed. Two of these respondents had been associated with the program two years and the third for five years. Although this particular sampling may not be large enough to demonstrate a trend, it raises the question of whether the nurse instructor really knows what her responsibilities are and how to go about fulfilling them, or whether she is "parroting" phrases without real understanding.

Representative comments were:

> You must be flexible. It is important that you take an interest in the students and their total education. For example, you might correlate English and economics or history with your nursing so that the student sees a use for general education in nursing.
>
> I think a person has to be able to take change and not let it traumatize or upset them.
>
> That's difficult to answer. I don't know. As a member of the scholarship committee, I merely had to be familiar with the different scholarships being offered.
>
> I believe a person in this program has to get along with people and be able to accept change.
>
> You need a good educational background and experience in the practice of nursing to be really competent in this program.
>
> I really don't know. Because I really don't know what committees I'm capable of being on.

The nursing administrators agreed that flexibility was most important. They mentioned interpersonal relations as a necessary competency but put a higher value on competency as a practitioner of nursing.

Preparation Needed by the Nurse Instructor

The respondents' comments when asked What preparation do you think might have helped you and others to achieve these abilities and competencies more quickly? revealed unanimous agreement that they considered student teaching of utmost importance in the preparation of teachers for the community college. The respondents tended to spell out in detail their interpretation of student teaching. The next major emphasis was upon teaching methods. Interestingly enough, the chief administrators selected the philosophy of the community college as being the most important aspect of community college preparation, with student teaching a secondary factor. The nurse administrators felt that evaluation devices, community college philosophy, and interpersonal relationships deserved top priority, with student teaching and curriculum development taking second place.

The nurse instructors' comments were as follows:

> When I first came here I felt completely inadequate. I would have been a lot better off if I had had more opportunity for actual experience in teaching. I think properly supervised student teaching in a community college where I had actual charge of a classroom for a period of time would have been useful.

> I would like to see more course work in curriculum development, evaluation devices, and teaching methods.
>
> One type of academic preparation from which I would have derived value is more actual experience in the situations I would face as an instructor. I think theory wanders at times a little too far from what is actually practiced, and I think this was true to some extent in my academic preparation. I would like to see more stress on interpersonal relationships.
>
> I don't think the program I took at ______ prepared me for this particular job. I think we need a very good course in community college philosophy, methods of teaching, broad background in general education, and work in interpersonal relationships.
>
> I felt a definite lack in the art of teaching. I certainly would have appreciated some work in student teaching of the kind where I would have responsibility for being in charge of a classroom over a period of time.

Of the sixteen instructors interviewed, five of those who had been associated with the programs for longer periods had not had student teaching, two had had an observation type of student teaching, and one respondent had had full charge of a classroom. Three of the instructors newly associated with the programs had not had student teaching; five had. Four of the respondents had had an observation-type student teaching and one had had full charge of a classroom. Thirteen out of sixteen respondents felt student teaching was important, two felt it would not help, and one did not know. Evidence submitted by the respondents indicated that seven respondents felt student teaching should be done at the community college level. Eight responses indicated that the setting was unimportant, and one respondent felt the senior college was the choice setting.

It is of interest to note that five out of eight of the people more recently associated with the community college programs had had some kind of student teaching, while only three out of eight of the instructors with a longer association with the community college had had student teaching. From informal conversations with the respondents the investigator feels these responses tend to suggest a change in patterns of teacher preparation over the last five years, but since the investigator did not have such a question in the interview schedule this generalization cannot be made.

When the respondents were asked, Do you think a community college teacher needs preparation beyond the master's degree?, there was unanimous agreement that this kind of preparation was not necessary. Twelve out of sixteen instructors saw no need for further education unless it was of a highly personalized nature that would meet individual needs. Four out of seven nurse administrators responded in like manner, and five out of ten chief administrators agreed. One chief administrator felt certain members of the faculty should get further work in education, but did not see the nurse instructor as needing this preparation.

The chief administrators' and the nurse administrators' viewpoints on this subject have been quoted previously in this chapter. The following are representative responses of the nurse instructors:

I think a doctor's degree may be important for the administrator of a program, but I think experience is probably more important in teaching.

I think you can qualify to be a teacher with only your B.S. degree. I think if it is at all possible to get a master's degree it certainly would be helpful, especially after you have been teaching for a while and begin to see where you need help.

No, I don't really think so. I think that we need a different kind of master's program to prepare for teaching in the community college.

Frankly, I am not sure. I certainly feel the more education you have the better prepared you should be, which would make this probably a conditional Yes. I do feel there's a great deal of knowledge that should have been imparted in the master's degree which was not. I think of the farmer who was invited to go to an agricultural meeting and the agricultural agent who saw him out in the field and asked him if he was going. The farmer said, "No." The agent asked why, and he said, "I already know twice as much as I use." I think there needs to be some means by which we can really evaluate what we're doing and use better the knowledge that we do have. If you just keep going and don't take time to stop and re-evaluate you're losing a great deal.

I think that she probably has the need for preparation beyond the master's degree, but I would like to say here that I think anything post-masters should be according to the individual instructor's needs in the situation she finds herself in. I do not feel that many of our Ed.D. programs and Ph.D. programs are meeting these needs because again the curriculum is outlined in accordance with what other people think we should have. I think that post-masters, whether it be in the philosophy of education or not could be of value again if it met the individual instructor's needs.

I don't think the degree makes too much difference. I think the important thing is what she needs to know and what materials she needs to use. Going back to this other one, the previous question, I think the teacher needs to know her educational psychology and the psychology of the various age groups, as well as her principles, and then she can apply them according to the age group. But I think it depends entirely upon what the teacher herself needs and not on the degree.

At this point I think a master's degree is adequate. I will be very happy when I have completed mine; I have so much to learn.

I think it would be helpful for some. I can't see it for the nursing field.

I think so, for a top-level position. The nurse coordinator should have a doctor's degree, but it is not necessary for the instructors.

The Major Problems of the Nurse Instructor

In responding to the question, Could you identify one or two major problems you or other nurse instructors may have encountered in teaching in this program?, the nurse instructors identified four categories of major concern. In order of importance they are: the lack of time, the need for criteria for selection of learning experiences, the insecurity of the teacher in the classroom, and interpersonal relationships. Their general statements were:

> I find I don't have enough time to do everything I want to do. There are always so many other things that you have to do: your obligations to the college, attending meetings, and attending social functions with other people on the campus. It seems for nurses you never have time to get together socially as the other instructors do. There is very little opportunity to meet with students to discuss their problems. The way the schedule is set up there isn't enough time to do anything other than teaching.
>
> Of course we always feel the pressure of time--there is not enough time to get in all the things we want to get in. We'd like to try a lot of different methods, but again we end up using the one which accomplishes the most in the least period of time but which does not always give us the variety or the chance for experimentation in methods that we'd like. I think another problem lies in the interpersonal relations and the public relations involved in working in an agency where we are the outsiders. We are the guests. This means that the person has to be willing to give and take and work along with other people in the agency, although it is not always an ideal situation. I think these are probably some of our greatest problem areas--a lack of time and difficult public and interpersonal relations involved.
>
> Mrs. ______ was talking about the program they've set up in ______ where they actually are going to have instructors go to a workshop or program that they have set up in order to learn how to teach in a two-year program. And I think that this certainly would be wonderful, because I think there are many times when we feel very insecure in what we're trying to do, and we certainly have doubts. If we felt more secure, I'm sure we could do a much better job.
>
> Students, I have found, come to you with personal problems of their own. You have to be able to maintain a professional relationship and still give them advice; if you become too friendly you lose their respect! They have to have respect for you, and if you put yourself on their level, you're losing that respect, and if they do not respect you, then I don't think your teaching can be up to par.
>
> I don't know if it's the same in other associate degree programs, but there are some feelings against the students in the hospitals. Because of this you tend to become a little too protective of the students. Another major problem area for me has been the lack of teaching experience.
>
> The first year I taught I needed a great deal of help and guidance. I think the second year I went along with what I had done the first year simply because I still was not sure of myself or of my teaching. I didn't have time to stop and think how my teaching was, whether it was good or bad. I did it. This year I feel that I have a lot of ideas I would like to try out, but I don't feel that I have the freedom to do so.

> The proverbial problem lies in knowing how much material we should present to the students in order that they may function as good registered nurses. There is so much material that it is hard to decide what is important in terms of learning experiences.
>
> I think here one of our major problems has been the fact that the program has been set up very precisely and it is very difficult to change a program with innovations which would conflict with current practices. I feel that the problem could be identified as lack of freedom of the instructor to teach as she would like to.
>
> I think we need to have some criteria for the selection of learning experiences. I found it rather difficult the first six months in making up my curriculum to decide what should be delineated and what should be left in relation to my past experience.

It is of interest to note, in comparing the chief administrators', nurse administrators', and instructors' opinions as to what constitutes the problems of the instructor, that there is considerable difference of opinion. The nurse administrators' and chief administrators' comments indicate actual teaching methods as the instructor's greatest problem, with interpersonal relationships the second major concern. The instructors actually feel that lack of time is their greatest problem, with selection of learning experiences and classroom techniques the second largest problem, and interpersonal relationships the third.

When the nurse instructors were asked, Have you any suggestions to make for preparation that might help overcome these problems?, eight respondents did not have any solution, two were interested in student teaching, two suggested there should be courses in community college philosophy, two felt the university had a responsibility to help the nurse administrators delineate their duties, one was concerned with better test-making, and one was concerned with more work in interpersonal relations. Curiously enough, when these same instructors were asked to identify preparation necessary for achievement of the abilities and competencies needed to teach in the community college program, there were twenty-one responses from sixteen instructors. In reviewing all the comments concerned with the preparation needed, those instructors who did comment were consistent, while those who did not offer a solution might possibly have been of the opinion that to reiterate might seem repetitious. Most of the respondents who had no solution were fairly definite in their opinion that the university could not help solve their problems. Their comments were:

> I think in relation to freedom of instructors this is something that has to be a two-way, two-pronged program. The director of a program certainly needs to have her responsibilities delineated so that she knows where and just how much control she should have over the program and how much the faculty should be able to plan for themselves. On the other hand, instructors who are well prepared and are sure of what they are doing may be convinced that something is worth a try. I think in keeping with the philosophy of the community college movement that they should be able to make such attempts a worthwhile innovation. When something is tried that doesn't work out, an instructor should be free to try something new. The community college program is not going

> to proceed too far from the traditional if we have to sit back and do things the way they were done before. It's still in an experimental stage, and I think we're doing too little in the way of evaluation of our program. We're not making use of a lot of instructional materials that we could. I think we waste time in the instruction itself and are not always sure of what is important and what isn't. Sometimes we stress the things that don't need emphasis and slide by over some of the areas which are most important.
>
> There should be a clear-cut understanding of what the instructor is supposed to do and what the administrator, whatever her title may be, is responsible for doing. I think that there are certain things that are definitely the responsibility of one person rather than another. I think the instructor should have the freedom to be able to teach as she wishes. If there is a question in her mind or a question in the coordinator's mind, there will never be any rapport unless it's set down some place definitely, so that it can be established, this is what you do, this is what she does, this is what the instructors do. This I think should be a part of our community college education at the university.
>
> Student teaching would be of value, and also more emphasis on the philosophy behind the associate degree program. What is to be expected, what the instructors are to produce, and not try to compare the students with a baccalaureate program.
>
> I think a great deal of stress should be placed on the interpersonal relations and the ability to get along with people.

The following statement reveals the point of view of several of the respondents who did not feel university preparation could help with their problems:

> I don't see how preparation in a college could help us to overcome these problems. I think this is a problem that is within the situation itself. That is, it is one of our problems here. How do we overcome these problems? It is something that we have to work out. I don't see how a senior college could help us to overcome, for example, the problem of communications.

Chapter IV

CONCLUSIONS AND IMPLICATIONS

Participants in the study identified five major areas of concern: community college philosophy, functions and responsibilities of nurse faculty members, the image of the nurse faculty member, problems encountered by nurse faculty members, and the kind of preparation needed to help meet the responsibilities and overcome the problems of nurse instructors in the community college.

In considering the respondents' interpretations of these five areas, certain conclusions can be drawn from their opinions regarding the kind of preparation needed to produce a person capable of taking her rightful place in the community college setting.

The implications these conclusions have for the preparation of teachers of nursing in the community college are also considered in this chapter.

Conclusions

Conclusions which appear justified on the basis of the findings of this study are:

1. The functions and responsibilities of the nurse teacher are the same as those of any other instructor, with the additional responsibility of the extended campus.

    a. The extended campus responsibility was not only one of interpersonal relations, but the chief administrators' concern over the 'fatal' connotation of a nursing student's error (i.e., a wrong dose of medicine may be a matter of life and death while a wrong dose of philosophy is not).

    b. The most important function of any community college teacher is to teach, with student advisement taking second priority.

    c. As stated by the non-nurse respondents, fulfillment of functions and responsibilities was not absolute. Nurse administrators, on the contrary, expressed closer agreement that these functions and responsibilities were being discharged.

    d. There is a difference between community college nurse instructors' functions and responsibilities and those of nurse instructors in other settings.

    e. Although there is agreement that the above-stated difference in responsibilities does exist, there is no agreement as to why this is so.

2. The nurse instructor in order to be competent must be an expert practitioner of nursing, be skilled in the techniques of interpersonal relations, have a broad general educational background, and be skilled in teaching.

a. The chief administrators consider courses in community college philosophy and student teaching essential to the curriculum in the preparation of all instructors for community colleges provided the student teaching is one of active participation rather than observation.

b. The nurse administrators considered evaluation devices (i.e., how to make tests, how to select learning experiences, and how students learn), community college philosophy, and interpersonal relations important in the preparation of nurse instructors for community colleges.

c. The nurse instructors felt that student teaching and teaching methods are of prime importance in any program to be set up to prepare nurse instructors for community college work.

d. According to the evidence submitted in the data, the community college instructor of nursing is not prepared to take her place in the community college setting.

e. All respondents felt that a post-master's degree as such is not essential for community college teachers, but that further preparation in terms of individual enrichment is.

3. In the opinion of all respondents, the outstanding instructor should be interested in students and their problems, must have an excellent education in the subject she is teaching, and must be an expert in the practice of nursing. In addition, she must have a broad general education, a genuine interest in community service, flexibility of personality, and a fondness for people.

a. The typical instructor knows his subject matter but lacks the enthusiasm of the outstanding instructor.

b. The average nurse instructor is much like the outstanding instructor in any other program, owing to her profound enthusiasm for educating students to become members of the nursing profession.

c. From evidence submitted, nurse instructors neither are, nor feel that they are, an integral part of the general faculty.

4. The chief administrators and the nurse administrators see as the major problems of the nurse instructors lack of knowledge in the actual teaching methods and inability in interpersonal relations. Nurse instructors, on the contrary, identify their problems as lack of time to accomplish what they would like, lack of criteria for selection of learning experiences, and insecurity in the classroom and in interpersonal relations.

a. According to the data in this study, nurse instructors appear to be very ineffective in doing long-range planning and in problem solving of the type needed to make their instruction more effective.

b. For nurse instructors in the community college no one does the job alone. The nurse instructor may well have to revise her concept of teaching, for college teaching is a cooperative task of many scholars. We need nurse instructors who are expert in a variety of areas, but none needs to be universally expert.

5. The community college is a new type of college visibly different from other types of colleges.

a. The primary feature distinguishing the community college from other types of colleges is its philosophy of community service.

b. In general, the faculty in a community college understands and supports this philosophy.

c. The understanding and support of the community colleges came about, in part, through in-service education programs.

Implications

As the data used for this study were analyzed and conclusions formulated, a number of implications became evident to the investigator. Although all of these implications may not be immediately apparent, the investigator will in the following pages outline those inferences considered most deserving of attention or possible implementation.

Implications in a Review of Community College Philosophy

This study has shown that there is a need for formulating clearly the philosophy and background of the community college movement. There is a need, furthermore, for a course in community college philosophy in the pre-service education of instructors preparing to teach in community colleges. For those who have been teaching in other settings and who have transferred to the community college, there is a need for in-service education programs set up within the employing institution itself that will enable the community college teacher of nursing to do a better job more quickly. In this respect the thinking of the community college personnel resembles that of Dickhoff, who believes:

> The college teacher has always learned his job, if at all, by doing it. The process can be speeded up, however, especially for recruits into the profession, if colleges will accept responsibility for the orientation of their new colleagues into the profession.[1]

Implications in a Review of the Functions and Responsibilities of the Nurse Instructor

The evidence submitted in this study has clearly demonstrated the chief administrators' concern with the life and death element and other components

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1. John S. Dickhoff, The Domain of the Faculty. New York, Harper and Brothers, 1956, p. 61.

of the nurse instructors' responsibility. It would seem imperative, therefore, that some kind of relationship be established whereby the nurse instructors, nurse administrators, chief administrators, and general faculty could come together for discussion of such elements of responsibility.

It would seem wise for agencies preparing personnel for community colleges to establish a course which would be required of all nursing personnel and chief administrators preparing for community college work. This course would have as its major emphasis community college education for nursing. The need for this kind of course is clearly established in the comments made by the chief administrators. These administrators do not take an active part in the nursing program for one of two reasons: either they feel nursing is exactly the same as any other program, or they feel that nursing is different. Whichever the reason, the fact remains that chief administrators need to know more about the nursing department, so that they will be able to make intelligent decisions about issues such as the life and death element just as they would about any other educational issue, rather than make decisions guided by emotion.

For the community college teacher, teaching is her most important function. The nurse instructor must accordingly be prepared to teach in some content area. If the most important function of a community college teacher is to teach, then she must be taught how to impart knowledge. The data in this study have clearly shown that graduate institutions preparing nurse instructors for community college work must have programs in student teaching. This student teaching should furnish contact with all the important phases of a teacher's activity, both in and out of school. Contact with educational problems should be long and continuous and distributed throughout the period of professional study. This would include teaching in the fields of major interest, as well as getting to know the students and their problems almost as well as does the master teacher.

The assignments in student teaching should be made on the basis of individual needs, i.e., someone who has taught for ten years in another setting would need a different emphasis than someone who has never taught. The period of student teaching should be increased each week to provide for familiarity with the total teaching situation. All phases of student teaching, observation, participation, and practice should be interwoven. Student teaching occupies a pivotal point since it provides for using the knowledge and skills acquired in the entire program. A real effort should be made through the utilization of college advisers, in cooperation with field advisers, to draw relationships between the student-teaching experience and all other phases of the student's program. The nurse instructor should be prepared specifically for the community college.

Implications in a Review of the Preparation of the Nurse Instructor

General education as an essential part of the preparation of the community college instructor in nursing must be such as to help the nurse instructor not only to become better educated herself but to relate general education to her instructional area in such a way that the points of relationship between the nurse instructor's area of content and the student's general education take on significance for the student. Generally speaking, this kind of instruction would involve the establishing of courses with an interdisciplinary approach. General education is not the responsibility of the general educator alone; nurse instructors must realize that imparting general education is their responsibility as well. On this point the President's commission states:

> The effectiveness of any general education program will depend on the quality and attitudes of those who administer and teach it. Its success will be commensurate with the faculty members' recognition of the importance of such instruction to society and their willingness to assume initiative and responsibility in reorganizing instruction and rearranging the life of the institution to accomplish its objectives.[2]

Perhaps the greatest source of dissatisfactions among community college personnel is the handling of interpersonal relationships by the nurse instructors. The nurse instructors willingly admitted their ineffectiveness, but then tended to excuse it on the grounds that they were overworked and were unable to communicate properly with each other. The chief administrators and nurse administrators tended to explain the inability of the nurse instructor to establish sound relationships as a problem of personality. Hagen's comments are most revealing in the area of interpersonal relations:

> One wonders how nurses can view the patient as a suffering human being and treat him as an individual while, at the same time, completely neglecting to treat other individuals as human beings. Evidently the emphasis on the patient has not generalized to other individuals.[3]

If nurse instructors are to have help in improving their ability to develop good interpersonal relations, they must receive adequate instruction in group dynamics, with application of this instruction in their student teaching.

Unfortunately, the teacher preparation institution cannot assume total responsibility for equipping the nurse instructor with the ability to employ good interpersonal relations. The problem goes back to the basic programs, for it is here that interpersonal relations must be started. They must be lived as well as taught. In-service education programs can do a great service in this area through planned discussion of actual problem areas facing the faculty.

Another source of conflict among community college personnel stemmed from the programs of pre-service preparation for teachers of nursing. The problem of what should constitute pre-service preparation was fairly well defined, but when this preparation was discussed in terms of academic degrees the master's degree was felt to be adequate. This presents a paradox. The administrators would like to see their nurse instructors well qualified with a broad background in general education, competency in teaching, and an excellent background in their own subject matter areas. What they are asking for cannot, however, be accomplished in the master's program as we know it today. Whitehead says:

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[2] Higher Education for American Democracy: A Report of the President's Commission on Higher Education. New York, Harper and Brothers, 1948, Vol. I, p. 60.

[3] Elizabeth Hagen, "Effective and Ineffective Behaviors in Leadership Positions in Nursing Service Administration in General Hospitals," mimeographed study, Institute of Research and Service in Nursing Education, Teachers College, Columbia University, New York, 1959.

> In the schools of antiquity philosophers aspired to impart wisdom, in modern colleges our humbler aim is to teach subjects. The drop from the divine wisdom, which was the goal of the ancients, to textbook knowledge of subjects, which is achieved by the moderns, marks an educational failure, sustained through the ages. I am not maintaining that in the practice of education the ancients were more successful than ourselves. . . . My point is that, at the dawn of European civilization, men started with full ideas which should inspire education, and that gradually our ideals have sunk to the level of our practice.[4]

It seems unreasonable to expect the present master's program to provide the background necessary for the adequate fulfillment of the role of the instructor of nursing as perceived by the chief administrators, nurse administrators, and the instructors themselves.

On the basis of the findings of this study an examination and evaluation of the present master's degree programs should be made to ascertain whether community college personnel are expecting a master's degree to do something for which it was not intended. Furthermore, consideration should be given to extending the master's degree for community college instructors of nursing beyond the minimum program. In view of the evidence collected for this study, the requirement for the nurse instructor in general education should be closely examined with a view to broadening the course content as well as increasing the credit-hour requirement.

Implications in a Review of the Image of the Nurse Instructor

Curiously enough, although the average nurse instructor comes closer to possessing all the qualities of the outstanding instructor than do instructors in any other program in the community college, the nurse instructors felt their scholarship in almost all areas except in the field of nursing was limited as compared with other faculty members; nurse instructors were therefore hesitant about accepting committee assignments. They were very silent in faculty meetings and seemed to lack self-confidence.

The implication here is clear: if nurse instructors are to work cooperatively and comfortably with those in other disciplines they must be educated in these disciplines. Nursing education must move out into the mainstream of education. Pre-service programs for the preparation of nurse instructors for community colleges must supply courses that will help the student to become knowledgeable in disciplines other than her own.

In the preparation of nurse instructors, nurse educators have a real responsibility for helping them to see that nursing education is not different from other forms of education, that it shares many problems in common with other disciplines. The nurse instructor must be helped to realize that she is first of all an instructor and that her vehicle of instruction is nursing.

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[4] Alfred North Whitehead, The Aims of Education. New York, The Macmillan Company, 1929, p. 45.

The teacher-preparing agency alone cannot bring about acceptance by nurse instructors of the fact that nursing education has problems and educational requirements similar to or even identical with those in other fields. The employing institution also has a responsibility for helping the nurse instructor to utilize the talents she brings with her and to increase her competence. This may be done by a well organized program of in-service education.

Implications in a Review of Problems Encountered by the Nurse Instructor

The major problem for nurse instructors was one of lack of time to discharge all of their responsibilities. Closely associated with this was the lack of criteria for selection of learning experiences. This suggests that nurse instructors need to be taught the difference between essential elements of instruction and nonessential elements of instruction. The teacher of nursing must be taught that all things are not equally important, but before she can be taught what is and what is not important some decisions will have to be made as to what are the necessary learning experiences. If nurse instructors are to be helped to make these kinds of decisions, an investigation should be made as to how learning experiences should be selected. What is important? What is not? These criteria have not as yet been established.

Suggestions for Help in Solution of Problems in Field of Nurse Instructor Preparation as Result of Rapid Expansion of the Community College

Many of the conflicts and confusions noted in the findings of this study may be attributed to the rapid growth of community colleges. When any area of professional or academic activity expands with extreme rapidity, chaos is often a by-product. Although all teacher education is undergoing severe reevaluation and experimental programs are being conducted in the field of preparation of nurse instructors for the community college, there is surely room for much further experimentation within the limits of the present teacher-preparing agencies.

In this connection Woodring says:

> We do not know, with any certainty, how much of a good teacher's effectiveness is the result of his background of professional courses, his practice-teaching experience, or his general or liberal education although we have long required all three. We do know that whatever program is required for certification we get some excellent teachers, some very poor ones, and some that are mediocre. It may be that some of the traits most important to good teaching are not greatly altered by any training program and that the selection of teachers is at least as important as their education.[5]

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[5] Paul Woodring, New Directions in Teacher Education. New York, The Fund for the Advancement of Education, 1957, p. 61.

It would seem desirable for community college nursing personnel to come together to discuss the issues involved in preparing teachers of nursing for the community college. The regular meetings of the Educational Administrators, Consultants, and Teachers section of the American Nurses' Association would be an ideal setting in which to initiate such a discussion program. The possibility of developing a new organization of community college nursing personnel on a national level is worth considering. If our present organizational framework (i.e., Department of Diploma and Associate Degree Programs of the National League for Nursing) is not meeting the needs of these collegiate programs, should not a new group, with common interests, be formed? Without question there appears to be a need to exchange ideas.

In conclusion, the investigator would like to point out that agencies preparing teachers of nursing for the community college face one of the greatest challenges of our time. As the population continues to expand, more and more community college teachers will be needed. Now is the time to lay a firm foundation on which to build the future preparation of teachers of nursing for the community college of tomorrow.

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APPENDIX A

INDIVIDUALS INTERVIEWED

Name	Position	Institution
Thais L. Ashkenas	Instructor in Nursing	Orange County Community College
Hazel Blakeney	Chairman, Division of Nursing	Virginia State College, Norfolk, Virginia Division
Frances Covert	Co-Chairman, Department of Nursing	Fairleigh Dickinson University
Robert P. Daniel	President	Virginia State College Petersburg, Virginia
Fred K. Eshleman	Dean	Henry Ford Community College
Nancy C. Fell	Instructor in Nursing	Fairleigh Dickinson University
Robert Greenman	Director of the Day Division	Orange County Community College
Jerri Hansen	Instructor in Nursing	Weber College
Josephine Kirchner	Instructor in Nursing	Henry Ford Community College
Stephanie Kircheck	Instructor in Nursing	Orange County Community College
William B. Langsdorf	President, former President of Pasadena City College	Orange County Community College
Raymond A. Miller	President, Former Dean Fairleigh Dickinson University	York Junior College
William Miller	President	Weber College
Edwin H. Miner	Former President	Orange County Community College
Marilyn Moak	Coordinator of School of Nursing	Virginia Intermont

Name	Position	Institution
Marion S. Mosher	Instructor of Nursing	Pasadena City College
*Fostine Reddick	Director of Nursing	Norfolk Community Hospital
Catherine J. Robbins	President	Pasadena City College
Lillian H. Shepard	Associate Professor of Nursing	Virginia State College, Norfolk Division
Margaret June Simpson	Coordinator of Nursing Program	Orange County Community College
Walter E. Sindlinger	Associate Professor of Education Former Dean	Teachers College, Columbia University Orange County Community College
Marjorie P. Somers	Coordinator Medical-Surgical Nursing	Weber College
Dorothea M. Spears	Instructor in Nursing	Orange County Community College
Doris Storm	Instructor in Nursing	Pasadena City College
Ruth S. Swenson	Director, Associate Degree Program in Nursing	Weber College
Virginia Swift	Instructor in Nursing	Virginia Intermont College
Marlene Tartar	Instructor in Nursing	Virginia Intermont College
Mary Topalis	Chairman, Department of Nursing	Fairleigh Dickinson University
Eleanor A. Tourtillott	Coordinator of Nursing Program	Henry Ford Community College
Floyd V. Turner	President	Virginia Intermont College
Lillian A. Vosloh	Chairman, Department of Nursing	Pasadena City College
Ruth Wu	Instructor in Nursing	Henry Ford Community College
Lucille V. Young	Assistant Professor of Nursing	Virginia State College, Norfolk Division

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*Responsible for helping in the planning of Clinical Instruction for Virginia State College, Norfolk Division students.

APPENDIX B

INTERVIEW SCHEDULE QUESTIONS

Questions for Chief Administrator of College

1. What do you consider to be the philosophy of the community college?

   a. In what way does this philosophy differ from the philosophy of all other colleges?

   b. To what extent do you feel all members of your faculty understand and support this philosophy?

2. When the program in nursing was being started in your community college, what kind of program did you envision it being?

   a. What kind of a person were you thinking of when you appointed your nurse administrator? What kinds of professional qualifications and personal characteristics were you looking for?

   b. What kinds of responsibilities did you see her facing?

3. What do you consider to be the functions and responsibilities of a teacher of nursing in a community college?

   a. Are these responsibilities different from those of instructors in other programs?

   b. Are these responsibilities being fulfilled?

   c. How are they being fulfilled?

4. What do you expect of the nurse instructor as a member of the faculty?

   a. How well do you feel the nurse instructor has fulfilled these expectations?

   b. Do you feel the expectations for the nurse instructor are different from instructors in other programs?

      If yes -- in what way? Elaboration on this point.

   c. To what extent do you feel the preparation of the nurse instructor has prepared her to meet these expectations?

5. Do you think a community college teacher needs preparation beyond the Master's degree?

   a. Discuss this further, please.

6. For the next question: Would you think about a community college instructor, not a nurse, you have known who was particularly outstanding?

   a. Would you tell me what it was that made this person outstanding?

   b. What was he or she teaching?

   c. Now would you think about the typical instructor; in what ways was he or she like this person, in what ways was he or she different?

   d. Now would you think about the typical nurse instructor; in what ways was she like your outstanding instructor?

   e. In what particular ways had she fallen short? What were some of her weaknesses?

7. Have you ever employed a nurse instructor who has had her previous teaching experience in a baccalaureate program?

   a. How well did she fit into this program?

   b. What were some of her strengths; her weaknesses?

   c. Do you believe these strengths and weaknesses were related to her former teaching experience, or would this person in your opinion have had these strengths and weaknesses regardless of the kind of program she had been in?

   d. From these experiences, have you formed any judgments?

8. Have you ever employed a nurse instructor who has had her previous teaching experience in a hospital program?

   a. How well did she fit into this program?

   b. What were some of her strengths; her weaknesses?

   c. Do you believe these strengths and weaknesses were related to her former teaching experience, or would this person in your opinion have had these strengths and weaknesses regardless of the kind of program she had been in?

   d. From these experiences, have you formed any judgments?

9. Consider the nurse instructors you have had in your program from the standpoint of a teacher and a member of the faculty of a community college.

   a. Have they fulfilled the expectations of these roles?

   b. To what extent do you feel the preparation of the nurse instructor has prepared her for this twofold role?

   c. In what aspects do you feel the nurse instructor has had the greatest difficulty?

   d. Are these problems similar to the problems of instructors in other programs?

   e. What suggestions do you have for preparation that would help overcome these difficulties?

10. If you could have the kind of nurse instructor you wanted, what would she be like?

Questions for Nurse Administrator

1. What do you consider to be the philosophy of the community college?
   a. In what way does this philosophy differ from the philosophy of all other colleges?
   b. To what extent do you feel all members of your faculty understand and support this philosophy?
2. What do you consider to be the functions and responsibilities of a teacher of nursing in a community college?
   a. Are these responsibilities different from those of instructors in other programs?
   b. Are these responsibilities being fulfilled?
   c. How are they being fulfilled?
   d. Do you see the nursing instructors' responsibilities in the community college program the same as or different from those in other nursing programs?
   e. What are the competencies and abilities necessary to meet the responsibilities of the nurse instructor in a community college?
   f. What preparation do you think might be helpful in achieving these abilities and competencies more quickly?
3. What do you expect of the nurse instructor as a member of the faculty?
   a. How well do you feel the nurse instructor has fulfilled these expectations?
   b. Do you feel the expectations for the nurse instructor are different from instructors in other programs? If yes -- in what way? Elaboration on this point.
   c. To what extent do you feel the preparation of the nurse instructor has prepared her to meet these expectations?
4. For the next questions: Would you think about a community college instructor of nursing who you thought was particularly outstanding?
   a. Would you tell me what it was that made this person outstanding?
   b. Now, would you think about the typical nurse instructor; in what ways was she like your outstanding instructor?
   c. In what particular ways had she fallen short; what were some of her weaknesses?

5. Have you ever employed a nurse instructor who has had her previous teaching experience in a baccalaureate program?

   a. How well did she fit into this program?

   b. What were some of her strengths; her weaknesses?

   c. Do you believe these strengths and weaknesses were related to her former teaching experiences, or would this person in your opinion have had these strengths and weaknesses regardless of the kind of program she had been in?

   d. From these experiences, have you formed any judgments?

6. Have you ever employed a nurse instructor who has had her previous teaching experience in a hospital program?

   a. How well did she fit into this program?

   b. What were some of her strengths; her weaknesses?

   c. Do you believe these strengths and weaknesses were related to her former teaching experience, or would this person in your opinion have had these strengths and weaknesses regardless of the kind of program she had been in?

   d. From these experiences, have you formed any judgments?

7. Have your nursing instructors had any student-teaching experience?

   a. Was this more the observation type or did they assume some responsibility for the actual teaching?

   b. Would it have been helpful for you and your instructors if they had had student-teaching experience in a community college?

   c. Could you please elaborate?

8. Do you think a community college teacher needs preparation beyond the Master's degree?

   a. Discuss this further, please.

9. Consider the nurse instructors you have had in your program from the standpoint of a teacher and a member of the faculty of a community college.

   a. Have they fulfilled the expectations of these roles?

   b. To what extent do you feel the preparation of the nurse instructor has prepared her for this twofold role?

   c. In what aspects do you feel the nurse instructor has had the greatest difficulty?

   d. Are these problems similar to the problems of instructors in other programs?

   e. What suggestions do you have for preparation that would help overcome these difficulties?

10. If you could have the kind of nurse instructor you wanted, what would she be like?

Questions for Nurse Instructor

1. How long have you taught in the community college program?
    a. Have you taught anywhere else?
    b. What ways do you see the community college program differing from other programs?
    c. In what ways do you see the requirements, academic and personal, of instructors of nursing in community college programs, differing from other nursing programs?
2. As a member of the faculty, what do you see as your responsibilities?
    a. Do other nursing instructors you have spoken with feel this way, too?
    b. Is this true of your colleagues who are not nurses?
    c. What are the competencies and abilities necessary to meet these responsibilities?
    d. What preparation do you think might have helped you and others to achieve these abilities and competencies more quickly?
3. In your student teaching, did you have enough opportunity to take full charge of a classroom?
    a. If you didn't have any student-teaching experience, would it have helped you to have had some?
    b. Do you think it would be of particular importance where you had this experience, whether in a senior college or a community college?
4. Do you think a community college teacher needs preparation beyond the Master's degree?
    a. Discuss this further, please.
5. Could you identify one or two major problems you or other nurse instructors may have encountered in teaching in this program?
    a. Have you any suggestions to make for preparation that would help overcome these problems?
6. Knowing what you know now about teaching in this program and given the opportunity to develop a program for the preparation of nurse instructors, what would be your suggestions?